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ABSTRACT

Designed to help library media personnel analyze their local programs to identify strengths and weaknesses and then to progress toward specific goals, these recommended standards address all aspects of library media service within Illinois schools. Standards are included for three phases of development representing increasing growth and achievement. Quantitative measures of staff, facilities, and materials are included as well as qualitative aspects suggested under program and service. Recommended standards for district-level media services are followed by a discussion of special considerations for low-enrollment school districts. An assessment guide for evaluating the media library program is provided, with space included to state short-term and long-term goals in each area addressed by the standards. Appendices include a statement on instruction in the use of libraries, a statement on media programs by the Illinois Program for Evaluation, Supervision and Recognition of Schools; and a resolution adopted by the Illinois State Board of Education in support of a national library and information services network. (LMM)

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RECOMMENDED STANDARDS FOR EDUCATIONAL LIBRARY MEDIA PROGRAMS

Recommended Standards for Educational Library Media Programs in Illinois

1983

IR052526

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

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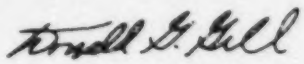
Foreword

The State Board of Education is pleased to have developed this document in cooperation with numerous individuals and professional organizations including the Illinois Association for Educational Communication and Technology, the Illinois Association for Media in Education, and the State Board of Education Media and Library Advisory Council.

Quality library media services are essential components of educational offerings, and it is our hope that Illinois educators will find this document helpful in implementing and updating effective educational library media programs.



Donald G. Gill
State Superintendent of Education

Introduction

School library media centers are essential to the total educational program of every school in Illinois. In an ever-changing society, the most important function of the school through the library media center is to provide skills which will enable students to continue to learn throughout their lifetimes. Library media centers accomplish this function by providing a coordinated, centralized and economically efficient organization of resources and through instruction in retrieval skills. These centers also provide recreational and cultural materials to encourage personal growth. (See Appendix A.)

These recommended standards attempt to discuss all aspects of library media service within the schools of Illinois. Included are three phases of development. Phase I should be both practical and achievable by every school system within the State. Phase II represents normal growth beyond Phase I and indicates a higher level of achievement. When school districts complete Phase III, they should consult national standards for continued growth and improvement of their library media programs.

Much of the statement of standards is a quantitative measure of staffing, space, materials, and equipment of the library media center facility, but the qualitative aspect suggested under program and services is equally important. It is suggested that the library media personnel in each school district review the material in this document, analyze the local program to identify strengths and weaknesses and then progress toward specific goals.

Evaluation of the school library media program is a continuous process of measuring the effectiveness of the program in attaining instructional objectives and in satisfying the interests of local users. Pages 15 to 26 contain an assessment guide to evaluate the media library program.

Additional copies of this publication are available by contacting:

Educational Innovation and Support Section
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

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Recommended Standards for Educational Library Media Programs (Qualitative)

The following general statements describe various recommended qualitative standards for school library media programs.

Staff. Library media specialists are provided to make unique and vital contributions to the total educational program of the school. This professional staff works directly with teachers and students providing a wide variety of services. Continuing education for library media specialists is essential to the improvement of program development. Support staff with specific skills and special abilities enable the library media specialists to concentrate on professional services and activities. The school library media specialist should participate in the instructional design and planning of the school curriculum. Each school district should develop a written job description for the library media specialist.

Program. The focus of the library media program is to facilitate and improve the learning process through a sequential skills program as an integral part of the curriculum. The library media staff, teachers, and administrative personnel should work together to provide every opportunity for the social, cultural, and educational growth of each student. The library media center's program, collections, and environment should provide a broad spectrum of learning opportunities for large and small groups and for individual students.

Space Recommendations. Space must be provided and functional areas must be created to accommodate the resources and services of the library media program. Every center should provide basic space and additional space as the library media program develops and expands. The media facility should be central to the instructional areas. The use of library media centers for scheduled study halls should be discouraged as this practice limits access to resources and staff.

It shall be the responsibility of the school district to provide access to the library media facilities by handicapped persons in compliance with Section 504 of Public Law 93-112 and Public Law 94-142.

Collection. Each library media center should maintain a complete record of all holdings, both print and nonprint, as well as equipment.

Materials Selection. Each school district should develop a materials selection policy approved by its local board of education. This policy should specify principles which will guide the selection of library media materials and identify those individuals and groups responsible for fulfilling this function.

Books. Standard selection tools will provide a basis for the initial collection. Library media personnel should work with the faculty, administration, and students to determine the needs of each attendance center. The number of titles and the number of volumes a library media center holds must be recorded to indicate duplication, the need for which will vary with the requirements of individual schools. Selection of specialized materials should be coordinated with other area schools, public libraries and others as appropriate.

Reference Materials. The library media center should provide a core reference collection including, but not limited to, current encyclopedias, dictionaries and directories, atlases and almanacs, as well as access to additional information services. Interlibrary loan should be included as a reference service.

Periodicals. Annotated lists of recommended titles may be found in the various selection aids. The collection should include titles for recreational interests as well as curricular needs, and *Readers' Guide to Periodical Literature* should be provided as an index to the magazine material. For small collections, library media personnel and teachers are advised to give preference to those periodicals which are indexed in *Abridged Readers' Guide to Periodical Literature* and in *Children's Magazine Guide*. Larger collections may include specialized publications to match the school's curricular needs.

Newspapers. The newspapers in the collection should provide local, state, national and international coverage and represent differing editorial and reporting policies. Additional newspapers should be selected for their special features appropriate to the school curriculum and local interests.

Nonprint Media. Listening and viewing materials should be available to provide resources for the academic needs and general interests of students and teachers. To insure a quality collection of nonprint materials, the library media staff and teachers should use authoritative selection aids and preview all materials before purchase.

Films/Video Recordings. Many variables affect the size of film and video collections owned by individual schools so standards cannot cover every situation. When rental charges for a film or video recording equal from one-fifth to one-seventh of the purchase price of the film, it is often cost-effective to purchase. School districts should have access to cooperative holdings and/or good rental sources. To insure a quality collection of non-print materials, the library media staff and teachers should use authoritative selection aids and preview all materials before purchase.

Graphic Materials. Graphics suitable to the needs of the instructional program should be available. Where graphics are produced locally, the media center should have equipment and supplies to meet production needs.

Maps and Globes. The collection should include a variety of maps and globes for circulation from the library media center. Some maps may be provided in alternative formats, such as transparencies.

Vertical File Material. Carefully selected, specialized and ephemeral materials are valuable reference aids. The collection should be well organized and maintained by updating and weeding.

Expenditures. Funds for the initial collections of all materials in newly established media centers should come from capital outlay and not from the amount recommended for annual expenditures for materials. In providing annual funds for materials, a suggested minimum amount is 1 percent per student per year of the current State average per pupil instructional costs.

Pattern of Organization. Individual school districts should select a pattern of organization that will best provide the services outlined in this document.

Interlibrary Cooperation. Library networks provide unparalleled opportunities for a variety of information services and allow rapid technology transfer in library systems. School library media specialists should be knowledgeable of and participate in interlibrary activities when and where available. (See Appendix C.)

Technology. Accelerated technological change has affected and will continue to affect all aspects of library media service. Library media center programs and methods for delivery of services are changing as materials in new formats (microforms, videotapes, videodiscs, and computer programs) are added to collections.

Communications technology and computer-based storage and retrieval techniques make possible more rapid and efficient resource sharing. Libraries of Illinois must work together to provide maximum benefits with maximum economy. Cooperation and coordination are needed to make cost-effective choices from the great variety of equipment, materials and systems available. To ensure access to instructional media and information data bases for all library users, it is essential that systems for resource sharing be compatible.

Computer technology is being utilized in many schools throughout Illinois. It is recommended that school library media specialists:

1. Be knowledgeable of the capabilities, applications and implications of computers in school programs;
2. Understand how the computer can be incorporated into school programs;
3. Be able to operate and to help users operate the microcomputer;
4. Participate in the selection and evaluation of microcomputer hardware and software, catalog and house software, schedule hardware and software, and provide leadership in using computer technology.

District-Level Media Services

Effective school library media programs at the building level are dependent on administrative and supervisory coordination at the district level. School systems that make provision for district media services under the direction of a qualified library media director are able to provide a broader range of services than is possible at the building level alone.

Staff. The professional staff should possess competencies and specialization in both library media and subject areas in order to provide leadership in the development of services at the district and building level. Support staff should be provided for the implementation of the district program. The number of positions is determined by the size of the district and the scope of program operations. Recommendations are:

One full-time district coordinator of school library media services with appropriate professional qualifications in management, administration and supervision where it is more cost-effective to centralize services.

Technical support staff for special services such as graphics, photography, television production, computer technology and centralized processing.

Facilities. The district library media facility should be part of or near the district administrative unit and should be planned to accommodate services such as: materials acquisition, evaluation and production, housing and circulation of highly specialized resource materials, centralized processing and inservice education. Space should be provided for centralized storage of equipment as appropriate.

Program. The coordination of district program services should include, but not be limited to:

Strategies for the establishment and development of library media programs in the individual buildings;

Inservice training for building library media staff;

Inservice training for the entire district faculty in the effective use of materials and equipment;

Centralized acquisition and processing of materials;

Policies and procedures for resource sharing between buildings;

Specialized materials production;

Provision of film/video services.

Collections. The district collection should include such items as films, videotapes, computer software, expensive realia, supplementary equipment and a professional collection of books, periodicals and curriculum materials.

A district union catalog should be maintained for bibliographic control. Computer access may be more cost-effective.

Budget. The district-level budget should be sufficient to support the district-level program.

Special Considerations for Low-Enrollment School Districts

Outstanding library media programs may be found in Illinois' low-enrollment school districts. It should be recognized that a low enrollment does not necessarily mean an inadequate program. Full-time professional staff, large collections of materials and equipment, and spacious facilities may be found in school districts of all sizes.

In some low-enrollment districts, the library media program is in transitory stages of development. The need for a good program is recognized and progress toward meeting standards is being made. In still other districts, circumstances may prevent the full implementation of the program within the foreseeable future.

Alternative temporary approaches are suggested for providing essential components in the library media program. It should be remembered that these alternatives offer less than minimal opportunities and resources for students. However, they may bring to low-enrollment school districts some of the benefits of a complete program and allow a low-enrollment school to comply with Section 4-2.18 in the Illinois State Board of Education, *Document Number 1*. (See Appendix B.)

Personnel. An effective program can be developed where adequate human and material resources are allocated to achieve balanced growth. Alternatives to consider are:

- Employment of one library media specialist with responsibilities for more than one school building within a district, or for two schools in separate but neighboring districts.
- Contracting with another agency for a specified number of days of a library media specialist's time.
- Employment of a half-time library media specialist.
- Employment of a library media specialist on a divided assignment combining library media service and another related professional capacity.
- Employment of a part-time support staff paraprofessional to assist library media professionals with nonprofessional duties.

In a school with a part-time library media specialist, working with teachers rather than with students may become necessary. However, some portion of the part-time assignment should be allocated for working with students.

Efforts should be directed toward relieving the part-time professional employee of the routine tasks of operating the library media center providing maximum time for work with students and teachers. The employment of noncertified personnel and/or the use of volunteers will free the library media specialists from nonprofessional duties. However, clerks and volunteers should be supervised by a certified person. Whenever possible, materials should be ordered pre-catalogued and shelf-ready. Careful scheduling of part-time personnel is required to avoid excessive time spent in traveling from one school to another.

Materials and Equipment. An appropriate collection of materials and equipment is basic to the library media program. In a low-enrollment school district, the size of the materials collection is related to the curriculum and to the range of ages, interests, and abilities represented. Therefore, it is recommended that minimum collections in the Standards be considered as applicable to low-enrollment school districts. Since the low-enrollment school may not have the space or personnel to handle sizeable collections, some alternatives are:

- A small basic collection of reference and other materials and equipment located centrally within each school building and augmented by access to a larger collection.
- A district collection of print and non-print materials and the necessary equipment available to each school in the district on a circulating basis.
- Arrangements for direct services from other sources. Such services may supplement the district's basic collection or provide related services. Equipment is usually not available through such sources although purchase or repair of equipment may be arranged.
- Some schools may have to rely on circulating classroom collections of materials from a larger centralized collection.

Facilities. Space to house materials and equipment, an area adequate for student activities involving the use of materials and equipment, and space to accommodate library media staff are essential to a library media program. However, for low-enrollment schools, these physical facilities may be the most difficult component to provide.

Alternatives to be considered are:

- Conversion of one or more classrooms;
- Acquisition of one or more relocatable classrooms;
- Reassignment of space previously allocated to other activities;
- Joint use of areas such as resource centers or special purpose laboratories, providing these areas have *open access* during the day;
- Use of facilities on or near the school site shared with other information or educational agencies, providing these facilities are easily accessible to students.

Recommended Standards for Educational Library Media Programs (Quantitative)

CATEGORY	Phase I	Phase II	Phase III
PROFESSIONAL STAFF			
K-8	**Minimum qualifications —**		
	Teacher's Certificate plus 18 semester hours of library and media coursework.	Teacher's Certificate plus 18 semester hours of library and media coursework.	Teacher's Certificate plus 32 semester hours of library and media coursework.
	Size of Staff —		
	1 full-time for each 500 students.	1 full-time for each 500 students.	1 full-time for each 250 or major fraction thereof.
9-12	**Minimum qualifications —**		
	Teacher's certificate plus 18 semester hours of library and media coursework.	Teacher's certificate plus 18 semester hours of library and media coursework.	Teacher's certificate plus 32 semester hours of library and media coursework.
	Size of staff —		
	1 full-time for each 600 students.	1 full-time for each 600 students.	1 full-time for each 250 or major fraction thereof.
	Provision should be made for balance in staff competencies for library media and computer services.		
	A graduate degree in library media is highly desirable.		
SUPPORT STAFF K-12	1 half-time clerical aide for each library media center.	1 full-time aide (clerical and/or technical) for each library media center.	1 full-time clerical aide and 1 full-time technical aide for each library media center.
DISTRICT LIBRARY MEDIA EXPENDITURES K-12	A total from all sources equal to 1% of the State average per pupil instructional costs.	A total from all sources equal to 3% of the State average per pupil instructional costs.	A total from all sources equal to 6% of the State average per pupil instructional costs.

CATEGORY	Phase I	Phase II	Phase III
SPACE AND SEATING* K-12	Seating for 10% of the student enrollment at 30 sq. ft. per student, plus space of 1,000 sq. ft. for the basic functions.	Seating for 10% of the student enrollment at 30 sq. ft. per student, plus 1,000 sq. ft. for the basic functions.	Seating for 15% of the student enrollment at 30 sq. ft. per student, plus 1,500 sq. ft. for the basic functions.
	Study carrels dependent on center needs.	At least 1,000 sq. ft. for additional functions of the library media program.	At least 2,000 sq. ft. for additional functions of the library media program.
			Space for special functions as determined by school program.

Library media space (Based on an enrollment of 1,000 or fewer, must be adjusted for larger enrollment). Adapted from national standards.

Space in Sq. Ft.

	BASIC
600 — 750	Entrance, circulation, distribution
1,500 — 4,500	Reading and browsing; individual viewing and listening. (Space based on 15% of a student enrollment at 30 sq. ft. per student; minimum provision for 50 students)
600 — 800	Administrative offices
300 — 400	Workroom
400 — 800	Stacks
250 — 400	Periodicals Storage
400 — 600	A-V equipment distribution and storage
400 — 600	Faculty center and professional materials
	ADDITIONAL
450 — 900	Conference rooms (3-6) @ 150 sq. ft.
200 — 400	Small-group viewing and listening
900 — 1,000	Classroom for media instruction and class projects
120 — 300	Maintenance and repair service
500 — 1,000	Media production lab
150 — 200	Darkroom
100 — 120	Materials and equipment storage for production
	SPECIAL
	Television
	Studio
	Storage
	Office with work space
	Radio
	Computerized learning laboratory
	Storage and control center for remote access
	(Determined by district need.)

CATEGORY	Phase I	Phase II	Phase III
SELECTION OF MATERIALS K-12	Jointly by professional library media staff with input from teachers and students based on district-approved materials selection policy.		
INSTRUCTION K-12	To students: an articulated, sequential program of information retrieval and production skills. To administrators, faculty and staff: individual and group assistance, the latter by means of workshops/inservice. To media staff (technical, clerical, and student assistants): by individual, on-the-job training.		
COORDINATION OF MATERIALS WITH THE INSTRUCTIONAL PROGRAM K-12	As number of professional staff allows, the following activities should be considered: Assistance to teachers in planning and presenting instructional units. Assistance to teachers and department heads in selection of materials for *satellite* resource centers. Participation in curriculum committee activities. Individual and group guidance to students in listening, viewing, reading, and evaluating. Assistance in research projects with special emphasis on helping the student develop independent study skills. Clearinghouse of information on inservice workshops and courses, professional meetings, and *access to* the educational resources of the community. Continuous planned staff development.		
BOOKS K-12	Basic collection selected from standard book reviewing and selection aids.		
	3,000 titles or 10 volumes per pupil, whichever is greater.	5,000 titles or 15 volumes per pupil, whichever is greater.	6,000 to 10,000 titles representing 10,000 volumes, or 20 volumes per pupil, whichever is greater.
	Books which are out-of-date, or otherwise unacceptable should be discarded. This weeding process should be continuous. Satellite centers or resource rooms supplied by media funds will require additional volumes including duplicate titles.		
REFERENCE	Current and expanding reference collection selected from standard lists.		
PROFESSIONAL	Titles as needed.		

CATEGORY	Phase I	Phase II	Phase III
PERIODICALS			
K-6	6-8 titles	9-12 titles	13-40 titles
7-8	12-15 titles	16-25 titles	26-50 titles
9-12	25-40 titles	41-60 titles	61-125 titles
K-12	Necessary magazine indices and duplication of titles as required for research and instruction.		
	Additional titles and back issues available on microform.		
PROFESSIONAL	Titles as needed.		
NEWSPAPERS			
K-12	As needed for instruction and research.		
	The collection should provide local, state, and national reporting policies. Additional newspapers should be selected for their special features appropriate to the school curriculum and local interests.		
VERTICAL FILE			
K-12	An organized collection of appropriate materials which is updated regularly to implement the curriculum.		
	In secondary schools, catalogs of colleges, universities and technical vocational schools should be included.		
RECORDED AND GRAPHIC MATERIALS	Filmstrips, film (8mm, super 8mm, and 16mm), audio recordings — tape and disc, videotape — tape and disc recordings, slides, transparencies.		
K-8	3,000 titles	5,000 titles	7,000 titles
9-12	Access to sufficient duplicate items to insure satisfaction of 90% of initial requests.		
GLOBES			
K-6	1 globe per library media center, additional as needed for classroom instruction.	2 globes per library media center, additional as needed for classroom instruction.	2 globes per library center, additional as needed for classroom instruction.
7-12	1 globe per library media center, additional as needed for classroom instruction.	2 globes per library media center, additional as needed for classroom instruction.	1 globe per each appropriate station and 2 in library media center.
	Special globes in various formats as needed.		

CATEGORY	Phase I	Phase II	Phase III
MAPS			
K-12	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied. Duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps in alternative formats such as transparencies and filmstrips.		
OTHER MATERIALS			
K-12	To be introduced as desirable/necessary for the development of the individual school curriculum.		
Programmed instructional materials including computer software			
Realia			
Models			
Kits			
Replicas and art objects			
Remote access programs including Cable TV and instructional television			
16 mm SOUND PROJECTOR			
K-12	1 per 12 teaching stations plus 1 per library media center. 1 per floor in multistory buildings.	1 per 8 teaching stations plus 2 per library media center.	1 per 4 teaching stations plus 3 per library media center.
8 mm or SUPER 8 PROJECTOR			
K-8	1 per library media center.	2 per library media center.	1 per 10 teaching stations plus 2 per library media center.
9-12	2 per library media center.	1 per 10 teaching stations plus 2 per library media center.	1 per 8 teaching stations plus 2 per library media center.

CATEGORY	Phase I	Phase II	Phase III
SOUND FILMSTRIP PROJECTOR			
K-12	1 per 12 teaching stations plus 1 per library media center.	1 per 8 teaching stations plus 2 per library media center.	1 per 4 teaching stations plus 2 per library media center.
9-12	2 per library media center.	1 per 10 teaching stations plus 3 per library media center.	1 per 5 teaching stations plus 3 per library media center.
OVERHEAD PROJECTOR			
K-12	1 per 5 teaching stations plus 2 per library media center.	1 per 3 teaching stations plus 2 per library media center.	1 per teaching station plus 2 per library media center.
OPAQUE PROJECTOR			
K-12	1 per floor level.	1 per floor level plus 2 per library media center.	1 per floor level plus 3 per library media center.
FILMSTRIP VIEWER WITH SOUND CAPABILITY			
K-12	2 per library media center.	4 per library media center.	6 per library media center plus additional units as needed.
2 x 2 SLIDE VIEWER/PROJECTOR WITH SOUND CAPABILITY			
K-12	1 per library media center.	2 per library media center.	4 per library media center plus additional units as needed and slide sorter light table.
MOBILE VTR SYSTEM (WITH DECK, MONITOR)			
K-12	1 per library media center.	2 per library media center plus additional receivers for off-air teaching station use.	3 per library media center plus additional units as needed.
	Take into consideration program availability based on scheduling, off-air recording, playback equipment, and prerecorded materials.		
VTR CAMERA			
K-12		1 per building.	1 per building.

CATEGORY	Phase I	Phase II	Phase III
VARIABLE SPEED RECORD PLAYER			
K-6	1 per 5 teaching stations plus 1 per library media center.	1 per 3 teaching stations plus 2 per library media center.	1 per 2 teaching stations plus 3 per library media center.
7-12	1 per 12 teaching stations plus 2 per library media center.	1 per 8 teaching stations plus 2 per library media center.	1 per 4 teaching stations plus 2 per library media center.
ALL SCHOOLS	1 set of earphones per player.	1 set of earphones per player plus portable listening stations as needed.	
AUDIO TAPE RECORDER/PLAYER			
K-6	1 per 5 teaching stations plus 3 per library media center.	1 per 3 teaching stations plus 3 per library media center.	1 per 2 teaching stations plus 3 per library media center.
7-12	1 per 10 teaching stations plus 3 per library media center.	1 per 8 teaching stations plus 3 per library media center.	1 per 4 teaching stations plus 3 per library media center.
ALL SCHOOLS	1 reel-to-reel per school plus appropriate accessories.		
LISTENING STATION			
K-6	1 per 2 teaching stations.	As needed.	As needed.
7-12	2 portable listening stations with multiple student positions.	As needed.	As needed.
THERMAL COPYING MACHINE			
K-12	1 per building.	1 per floor level plus 1 additional per library media center as needed.	
MICROFORMS READER			
K-6	As needed.	As needed.	As needed.
7-12	1 per library media center.	2 per library media center.	3 per library media center.
MICROFORMS PRINTER			
7-12	1 per library media center.	1 per library media center.	1 per library media center plus additional as needed.

CATEGORY	Phase I	Phase II	Phase III
LAMINATING MACHINE/DRY MOUNT PRESS AND TACKING IRON K-12	1 per district.	1 per school.	1 per school plus 1 per library media center.
PROJECTION CART K-12	1 of appropriate height per major piece of projection equipment at time equipment is obtained.	Additional as needed.	Additional as needed.
PROJECTION SCREEN K-12	1 screen of appropriate size for every major piece of projection equipment.	1 permanently mounted screen per teaching station plus 1 per library media center.	1 permanently mounted screen per teaching station plus additional screens of suitable size as needed for individual and small-group use; keystone eliminator desirable.
PHOTOCOPYING MACHINE K-12	1 per building.	Additional per library media center as needed.	
LOCAL PRODUCTION EQUIPMENT PER BUILDING K-12	Minimum: Paper cutters Primary typewriter Tape splicer Lettering devices	Additional: Copy camera and stand Slide sorting equipment Audio-reproduction equipment	Additional: Film/video editing equipment 35mm still camera Rapid process camera Equipment for darkroom

This document does not list many items that will be considered standard for some districts. Generally, these items would be considered "special" and appropriate acquisitions only when the instructional program would be compromised by their omission. This list includes, but is not restricted to:

Auditorium type overhead projectors
Auditorium or large-group 16mm equipment
16mm magnetic sound equipment
Broadcast T.V. (2,500Mhz, etc.)
Telelecture
Large format and/or random access slide equipment
Slide duplication equipment
Tape duplication equipment

CATEGORY	Phase I	Phase II	Phase III
COMPUTER TERMINAL AND/OR MICRO-COMPUTERS	Sufficient quantity to meet the needs of the curriculum. Minimum — 1 per building and 1 per library media center.		
CABLE TELEVISION	Minimum — 1 cable drop per building as available plus appropriate hardware.		

Educational Library Media Programs Assessment Guide

Educational Library Media Programs Assessment Guide

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
PROFESSIONAL STAFF K-8 9-12					
SUPPORT STAFF K-12					
DISTRICT LIBRARY MEDIA EXPENDITURES K-12					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
SPACE AND SEATING K-12					
Space in Sq. Ft. BASIC					
ADDITIONAL					
SPECIAL					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
SELECTION OF MATERIALS K-12					
INSTRUCTION K-12					
COORDINATION OF MATERIALS WITH THE INSTRUCTIONAL PROGRAM K-12					
BOOKS K-12 REFERENCE PROFESSIONAL					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
PERIODICALS K-6 7-8 9-12 K-12 PROFESSIONAL					
NEWSPAPERS K-12					
VERTICAL FILE K-12					
RECORDED AND GRAPHIC MATERIALS K-8 9-12					
GLOBES K-6 7-12					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
MAPS **K-12**					
OTHER MATERIALS **K-12** Programmed instructional materials including computer software Realia Models Kits Replicas and art objects Remote access programs including Cable TV and instructional television					
16 mm SOUND PROJECTOR **K-12**					
8 mm or SUPER 8 PROJECTOR **K-8** **9-12**					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
SOUND FILMSTRIP PROJECTOR K-12 9-12					
OVERHEAD PROJECTOR K-12					
OPAQUE PROJECTOR K-12					
FILMSTRIP VIEWER WITH SOUND CAPABILITY K-12					
2 x 2 SLIDE VIEWER/PROJECTOR WITH SOUND CAPABILITY K-12					
MOBILE VTR SYSTEM (WITH DECK, MONITOR) K-12					
VTR CAMERA K-12					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
VARIABLE SPEED RECORD PLAYER K-6 7-12 ALL SCHOOLS					
AUDIO TAPE RECORDER/PLAYER K-6 7-12 ALL SCHOOLS					
LISTENING STATION K-6 7-12					
THERMAL COPYING MACHINE K-12					
MICROFORMS READER K-6 7-12					
MICROFORMS PRINTER 7-12					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
LAMINATING MACHINE/DRY MOUNT PRESS AND TACKING IRON K-12					
PROJECTION CART K-12					
PROJECTION SCREEN K-12					
PHOTOCOPYING MACHINE K-12					
LOCAL PRODUCTION EQUIPMENT PER BUILDING K-12					

CATEGORY	Phases 1	2	3	Short-Range Plans	Long-Range Plans
COMPUTER TERMINAL AND/OR MICRO-COMPUTERS					
CABLE TELEVISION					

SHORT-RANGE PLANS

LONG-RANGE PLANS

Appendices

Appendix A

Instruction in the Use of Libraries

Utilization of information is basic to virtually every aspect of daily living in a democratic society, whether in the formal pursuit of educational goals or in independent judgment and decision making. In our post-industrial, increasingly complex society, the need for information daily becomes greater.

Libraries are a major source of information; however, their effective use requires an understanding of how information is organized and how individuals can retrieve that information. Many individuals have an inadequate understanding of how to determine the type of information needed, locate the appropriate information, and use it to their best advantage.

Instruction in the use of libraries should begin during childhood years and continue as a goal of the formal educational process in order to prepare individuals for the independent information retrieval essential to sustain life-long professional and personal growth.

It is essential that libraries of all types accept the responsibility of providing people with opportunities to understand the organization of information. The responsibility of educating users in successful information location demands the same administrative, funding, and staffing support as do more traditional library programs.

The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service.

Adopted by the American Library Association Council
July 2, 1980

Appendix B

4-2.18 Media Programs

a. Each attendance center shall provide a program of media services to meet the curricular and instructional needs of the school. The *Standards for Educational Library Media Programs in Illinois*[1] is suggested as a guide for program development.

The Illinois Program for Evaluation, Supervision and Recognition of Schools

State Board of Education
Document Number 1, 1977,
page 17.

[1] *Revised edition entitled Recommended Standards for Educational Library Media Programs in Illinois, 1983.*

Appendix C

Whereas each individual has a right to equal opportunity of access to information that meets his or her needs...

and Whereas, a national library network built upon strong individual library collections, including the collections of school libraries, will provide greater access for all concerned...

Therefore, the Illinois State Board of Education firmly supports the concept of a National Library and Information Services Network and encourages the active participation of school library media programs in the development of such a network.

Resolution Adopted by the
Illinois State Board of Education
May 10, 1979

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